DOCUMENT RESUME

ED 402 343 TM 025 962

| | |
|---|---|
| TITLE | Ohio Proficiency Tests for Grade 12. Practice Test. |
| INSTITUTION | Ohio State Dept. of Education, Columbus. |
| PUB DATE | 95 |
| NOTE | 42p.; For related documents, see TM 025 963 and 025 965. |
| PUB TYPE | Tests/Evaluation Instruments (160) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | *Achievement Tests; Citizenship Education; *Graduation Requirements; High Schools; *High School Seniors; Mathematics Tests; *Outcomes of Education; Reading Tests; Science Tests; *Scoring; Writing Tests |
| IDENTIFIERS | *Practice Tests; Twelfth Grade Proficiency Test |

ABSTRACT

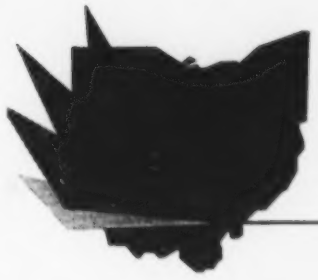
High school seniors in Ohio who have passed all parts of the ninth-grade proficiency tests are required to take the twelfth-grade proficiency tests. These tests, in writing, reading, mathematics, citizenship, and science, are designed to measure twelfth-grade performance and to evaluate the learning that goes on between the minimum competencies of the ninth grade and the first semester of the senior year. This practice test is designed to be used by students individually or in groups. Included in this booklet are a detachable answer sheet, the practice test, directions for scoring the writing section, sample student papers, an answer key, and an outline of specific learning outcomes illustrated in each test area. The practice test is not designed to predict student performance on the actual tests, but is meant only to provide examples of the kinds of questions students will encounter. (SLD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

TM

Name _____

ED 402 343



# Ohio Proficiency Tests for Grade 12

Writing • Reading • Mathematics • Citizenship • Science

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
T. SANDERS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

## PRACTICE TEST

Seniors who have passed all parts of the ninth-grade proficiency tests are required to take the twelfth-grade proficiency tests. These tests, in the areas of writing, reading, mathematics, citizenship, and science, are designed to measure twelfth-grade student performance. They measure the learning that goes on between the minimum competencies of the ninth grade and first semester of the senior year. Students may use results on the twelfth-grade proficiency tests to meet one of several criteria to earn an honors diploma. That purpose, however, is not the main purpose of the twelfth-grade proficiency tests.

The twelfth-grade practice test is designed to be used by students individually or in groups. Included in this booklet are a detachable answer sheet (page 41), the practice test (pages 2 through 27), directions for scoring the writing section (page 28), sample student papers (pages 31 through 36), an answer key (page 37), and an outline of the specific learning outcomes illustrated in each test area (pages 38 and 39).

The twelfth-grade practice test is not designed to predict student performance on the actual twelfth-grade proficiency tests. The practice test provides examples of the kinds of questions that will be on the actual test. There is no penalty for guessing.

The actual form of the twelfth-grade proficiency tests is secure. You may keep this practice test.

## DIRECTIONS

You will need a pen or pencil and paper for the writing section. While space is included for pre-writing, the actual writing should be done on separate sheets of paper.

To take the practice test sections in reading, mathematics, citizenship, and science, locate your answer sheet on page 41. Use that sheet, which can be detached, to indicate your responses to questions.

TM025962

Ohio Department of Education
Copyright ©1995 by Ohio Department of Education, Columbus, Ohio.

BEST COPY AVAILABLE

## WRITING TEST

**DIRECTIONS:** This writing test is half the length (one prompt instead of two) of the actual form of the writing test. The practice test prompt is designed to elicit persuasive writing and also reflects the average difficulty of all persuasive, expository, and narrative prompts.

Respond to the topic below. Try to write legibly. You may use pen or pencil and printing or cursive handwriting. Although space is provided for pre-writing in this booklet, use separate sheets of paper. Revising and editing are encouraged; erase, cross out, or make other editing changes on your writing sample itself. No reference materials (dictionary, thesaurus, etc.) are permitted for either the practice test or the actual test.

---

## PRACTICE TEST PROMPT

Much attention is being paid today to improving the environment, yet many people feel the job is overwhelming. Convince an interested student or adult whom you don't know that one concerned citizen can or cannot make a difference, even in a small way.

USE THIS SPACE FOR PRE-WRITING.

END OF WRITING TEST.

## READING TEST

*20 Questions*

**DIRECTIONS:** This reading practice test is half the length of the actual reading test. Questions on this practice test reflect many of the learning outcomes and also reflect the average difficulty of all reading questions.

Each passage is followed by several questions. After reading the passage, choose the **best** answer and blacken the appropriate space on your answer sheet.

---

### Passage I

I am riding the bicycle and I am on Route 31 in Monument, Massachusetts, on my way to Rutterburg, Vermont, and I'm pedaling furiously because this is an old-fashioned bike, no speeds, no fenders, only the warped tires and the brakes that don't always work and the handlebars with cracked rubber grips to steer with. A plain bike—the kind my father rode as a kid years ago. It's cold as I pedal along, the wind like a snake slithering up my sleeves and into my jacket and my pants legs, too. But I keep pedaling, I keep pedaling.

This is Mechanic Street in Monument, and to my right, high above on a hill, there's a hospital and I glance up at the place and I think of my father in Rutterburg, Vermont, and my pedaling accelerates. It's ten o'clock in the morning and it is October, not a Thomas Wolfe October of burning leaves and ghost winds but a rotten October, dreary, cold, and damp with little sun and no warmth at all. Nobody reads Thomas Wolfe anymore, I guess, except my father and me. I did a book report on *The Web and the Rock* and Mr. Parker in English II regarded me with suspicion and gave me a B- instead of the usual A. But Mr. Parker and the school and all of that are behind me now and I pedal. Your legs do all the work on an old bike like this, but my legs feel good, strong, with staying power. I pass by a house with a white picket fence and I spot a little kid who's standing on the sidewalk and he watches me go by and I wave to him because he looks lonesome and he waves back.

I look over my shoulder but there's no one following.

At home, I didn't wave goodbye to anybody. I just left. Without fanfare. I didn't go to school. I didn't call anyone. I thought of Amy but I didn't call her. I woke up this morning and saw an edge of frost framing the window and I thought of my father and I thought of the cabinet downstairs in the den and I lay there, barely breathing, and then I got up and knew where I was going. But I stalled, I delayed. I didn't leave for two hours because I am a coward, really. I am afraid of a thousand things, a million. Like, is it possible to be claustrophobic and yet fear open spaces, too? I mean, elevators panic me. I stand in the upright coffin and my body oozes sweat and my heart pounds and this terrible feeling of suffocation threatens me and I wonder if the doors will ever open. But the next day, I was playing center field—I hate baseball but the school insists on one participating sport—anyway, I stood there with all that immensity of space around me in center field and I felt as though I'd be swept off the face of the planet, into space. I had to fight a desire to fling myself on the ground and cling to the earth. And then there are dogs. I sat there in the house, thinking of all the dogs that would attack me on the way to Rutterburg, Vermont, and I told myself, This is crazy, I'm not going. But at the same time, I knew I would go. I knew I would go the way you know a stone will drop to the ground if you release it from your hand.

From Robert Cormier, *I am the Cheese*. ©1977 by Robert Cormier.

1. In the first paragraph (lines 1–10), the narrator says he is "pedaling furiously." However, the reason for the bicycle ride is never revealed. From the information given, which of the following best describes the likely purpose of this bicycle trip?
   - A. The narrator is fearful that he is being chased.
   - B. The narrator is absolutely intent upon reaching his destination.
   - C. The narrator thinks biking is an enjoyable way to spend one's time.
   - D. The narrator does not want to make this journey by bicycle.

2. In the second paragraph (lines 11–28), the narrator says "I did a book report on *The Web and the Rock* and Mr. Parker in English II regarded me with suspicion and gave me a B- instead of the usual A." The implication is that the lower grade meant that Mr.Parker
   - A. did not even read the report.
   - B. was holding a grudge against the narrator.
   - C. did not think the narrator had done the work on his own.
   - D. was a fair teacher.

3. The setting for this mysterious bike ride is best described as a
   - A. dreary, cold autumn morning.
   - B. glorious autumn day.
   - C. frightening autumn day.
   - D. bright, cold autumn morning.

4. When the narrator speaks of his fear of "the upright coffin," he is most likely referring to his fear of
   - A. riding in an elevator.
   - B. playing basketball.
   - C. being buried alive.
   - D. riding his bicycle.



**GO ON TO THE NEXT PAGE.**

## Passage II

This chart is based on general characteristics and averages. For example, pounds-per-cubic-foot are given for samples of dry wood. However, samples cut from the same tree and reduced to the same moisture content can vary. The *Planing and Joining* column relates to the ease of either operation with the respective wood. *Smooth Sanding* refers to how well the wood sands and the recommended sandpaper grit to use for the scratchless and smooth sanding step.

| Name of Wood | Weight In Pounds Per Cubic Foot | Hardness | Planing and Joining | Turning | Smooth Sanding |
|---|---|---|---|---|---|
| Ash | 35 | Medium | Good | Fair | Best 100 |
| Basswood | 24 | Soft | Good | Poor | Poor 150 |
| Birch | 39 | Hard | Good | Good | Fair 150 |
| Cedar (Aromatic Red) | 23 | Soft | Poor | Fair | Good 120 |
| Cherry | 36 | Medium | Excellent | Excellent | Best 150 |
| Cypress | 29 | Soft | Good | Poor | Fair 36 |
| Mahogany | 35 | Medium | Good | Good | Good 150 |
| Maple | 41 | Hard | Fair | Good | Good 150 |
| Oak (Red) | 39 | Hard | Excellent | Good | Best 36 |
| Oak (White) | 40 | Hard | Excellent | Good | Best 36 |
| Pine (White) | 25 | Soft | Good | Good | Fair 36 |
| Poplar | 29 | Soft | Good | Good | Poor 150 |
| Redwood | 29 | Soft | Good | Fair | Poor 36 |
| Walnut | 36 | Medium | Good | Very Good | Best 150 |
| Willow | 30 | Soft | Fair | Fair | Fair 120 |

Chart from Taylor Woodcraft, Inc. Malta, Ohio.

5. You are building a storage chest and want to use the heaviest wood you can find. Which of the following woods would you be most likely to consider?

   **A.** Maple and ash
   **B.** Birch and oak (white)
   **C.** Maple and oak (white)
   **D.** Pine and walnut

6. Which of the following woods would be the poorest choice for a floor that would get a lot of hard treatment?

   **A.** Ash
   **B.** Oak (Red)
   **C.** Poplar
   **D.** Walnut

## Passage III

When it came to life Audrey was practical. She accepted all she was told to accept. And there had been quite a lot of it. She had been in London for the last five years but for one short holiday. There had been the big blitz, then the uneasy lull, then the little blitz, now the fly bombs. But she still accepted all she was told to accept, tried to remember all she was told to remember. The trouble was that she could not always forget all she was told to forget. She could not forget, for instance, that on her next birthday she would be twenty-nine years of age. Not a girl any longer. Not really. The war had already gobbled up several years and who knew how long it would go on? Audrey dreaded growing old. She disliked and avoided old people and thought with horror of herself as old. She had never told anyone her real and especial reason for loathing the war. She had never spoken of it—even to her friend Monica.

Monica, who was an optimist five years younger than Audrey, was sure that the war would end soon.

"People always think that wars will end soon. But they don't," said Audrey. "Why, one lasted for a hundred years. What about that?"

Monica said: "But that was centuries ago and quite different. Nothing to do with now."

But Audrey wasn't at all sure that it was so very different.

"It's as if I'm twins," she said to Monica one day in an attempt to explain herself. "Do you ever feel like that?" But it seemed that Monica never did feel like that or if she did she didn't want to talk about it.

Yet there it was. Only one of the twins accepted. The other felt lost, betrayed, forsaken, a wanderer in a very dark wood. The other told her that all she accepted so meekly was quite mad, potty. And here even books let her down, for no book—at least no book that Audrey had ever read—even hinted at this essential wrongness or pottiness.

From Jean Rhys, *The Insect World*. © 1976 by Jean Rhys.

7. According to the passage, what is the most significant difference between Audrey and Monica?

   A. Monica does not read as much as Audrey does.
   B. Audrey is older than Monica.
   C. Monica does not like the war.
   D. Monica is an optimist.

8. Given the nature of her feelings as they are described in the passage, if Audrey were to tell someone her "real and especial reason for loathing the war," which of the following would she be most likely to give as her reason?

   A. She will be "old" by the time the war is over.
   B. The war will prevent her from leaving London.
   C. Her work will be made more difficult by the war.
   D. The war will ruin her friendship with Monica.

9. As it is used in line 34, the word *potty* means

   A. oddly shaped.
   B. crazy.
   C. dark and mysterious.
   D. dishonest.



GO ON TO THE NEXT PAGE.

## Passage IV

Care is life, but in our society we have diminished and subverted it. We have radically overvalued competition, independence, self-reliance, and aggression, making of them the organizing principles around which we construct our politics and policies, our ethics, and even many of our personal relationships.

But no society, no individual, can function without care. That is why in so many respects our lives no longer seem to work: why so many are so unfulfilled at work and at home, and why we complain that the people on whom we depend for gentleness and generosity, empathy and concern, no longer seem to have the time or energy to care. The social devaluation of care threatens to corrupt and compromise all who need it and all who give it.

There is a window on our disorder in the movie *Wall Street*. It comes in a scene in which Charlie Sheen, the poor boy who made good as the young protegé of Michael Douglas, and Daryl Hannah, the woman who is determined never to be a loser, engaged in an orgy of acquisition to decorate his newly purchased Manhattan apartment. They fill it with extravagantly expensive modern art, furnishings, and the most up-to-date culinary gadgets. The only thing they lack is the time to enjoy the things they've worked so hard to acquire. They have a life-style but no life.

Too many of us have been reduced to a version of this emotional deprivation in the midst of apparent material plenty. We have children other people care for, friends we have no time to socialize with, and spouses about whom we complain but with whom we have no time to struggle to create more fulfilling relationships. We have also—perhaps unwittingly and surely unwisely—abdicated our moral responsibilities as citizens. Too many of us don't even bother to vote these days, and too often those who do bother vote against—not for—those political candidates who would support an agenda on which caregiving occupied a central place. Many citizens' main concern is to pay less in taxes rather than to create a politics that will support the kind of caring culture that will nourish us all.

From Suzanne Gordon, "A National Care Agenda." ©1990 by The Atlantic Monthly Company.

10. The author of the passage suggests that, so far as such concepts as competition, independence, aggression, and self-reliance are concerned, our society should
    - **A.** celebrate these organizing principles as the foundation of our liberty.
    - **B.** see them as ethically superior manifestations of our nation's supremacy.
    - **C.** understand the ways in which these organizing principles improve our lives.
    - **D.** make these guiding principles less central to our everyday functioning.

11. The third paragraph's (lines 15–25) purpose is to illustrate the difference between
    - **A.** film and real life.
    - **B.** life and life-style.
    - **C.** poverty and riches.
    - **D.** caring and sharing.

12. Which of the following ideas, while **NOT DIRECTLY STATED,** can still reasonably be inferred from the passage?
    - **A.** Increasing our taxes for selected social services would improve the quality of our lives.
    - **B.** Other people, caregivers, often take care of our children for us.
    - **C.** The characters in the film *Wall Street* are unable to enjoy the things they worked so hard to acquire.
    - **D.** We have no time to create better relationships with our spouses.

13. As it is used in line 32, the word *abdicated* most nearly means
    - **A.** relinquished.
    - **B.** resurrected.
    - **C.** remembered.
    - **D.** required.

14. It is clear from the author's attitude, as regards what has happened to care in our society, that she feels people in our society should
    - **A.** maintain the values which we have traditionally held.
    - **B.** contemplate the ways in which material plenty works for us.
    - **C.** learn ways in which to make our lives emotionally more rich.
    - **D.** see that it is better to have a lifestyle than a life.

## Passage V

For three generations of human beings there was—as an ever-present, but almost unperceived, part of their lives—a sound that beckoned, a call that pierced the night, carrying the news that there was a way, not so very difficult, to leave Twin Forks, North Dakota, or Apalachicola, Florida, or Brooklyn, New York. It was the wail of the night freight, as haunting and evocative as the cry of the loon. It was a constant reminder that there are vehicles, devices, which, if boarded, could propel you at high velocity out of your little world into a vaster universe of forests and deserts, seacoasts and cities.

Especially in the United States, but perhaps over much of the world, few people today travel by train. There are whole generations growing up which have never heard that siren call. This is the moment of the homogenization of the world, when the diversities of societies are eroding, when a global civilization is emerging. There are no exotic places left on Earth to dream about.

And for this reason there remains an even greater and more poignant need today for a vehicle, a device, to get us somewhere else. Not all of us; only a few—to the deserts of the Moon, the ancient seacoasts of Mars, the forest of the sky. There is something comforting in the idea that one day a few representatives of our little terrestrial village might venture to the great galactic cities.

There are as yet no interstellar trains, no machines to get us to the stars. But one day they may be here. We will have constructed them or we will have attracted them.

And then there will once again be the whistle of the night freight. Not the antique sort of whistle, for sound does not carry in interplanetary space or in the emptiness between the stars. But there will be something, perhaps the flash from magnetobrehmstrahlung, as the starship approaches the velocity of light. There will be a sign.

Looking out on a clear night from the continent-sized cities and vast game preserves that may be our future on this planet, youngsters will dream that when they are grown, if they are very lucky, they will catch the night freight to the stars.

From Carl Sagan, *The Cosmic Connection*. ©1973 by Carl Sagan and Jerome Agel.

**15.** As it is used in line 15 of the passage, the word *siren* most nearly means

- **A.** shrill.
- **B.** foreign.
- **C.** tempting.
- **D.** frightening.

**16.** Which of the following statements offers the best paraphrase of the fifth paragraph (lines 29–34)?

- **A.** Someday the sound of the night freight whistle will be heard again by the youngsters of Earth.
- **B.** Someday the signal from a starship will cause the same emotional response the night freight whistle once caused.
- **C.** The sound of the night freight whistle and the signal from a future starship are both associated with darkness.
- **D.** The night freight whistle was detected by the ears, whereas the starship signal will be detected by another sense.

**17.** Which of the following patterns does the author use to tell the story of future travel by starship?

- **A.** time order
- **B.** cause/effect
- **C.** simple listing
- **D.** comparison/contrast

**18.** Assuming each of the following statements is true, which would the author be most likely to add in order to expand the main idea of the passage?

- **A.** Human beings tend to be dreamers.
- **B.** Probably nothing travels faster than light.
- **C.** Distant galactic inhabitants may be hostile to us.
- **D.** Creatures on other planets may be superior to us.



**GO ON TO THE NEXT PAGE.**

19. In the context of the passage, what significant feature do Brooklyn, New York, and planet Earth share?

A. Both are familiar places from which youngsters long to travel.
B. Both are loved by their inhabitants because they are home.
C. Both are becoming uninhabitable because of overcrowding.
D. Both would seem exotic to travelers from other galaxies.

20. Given the general thrust of the passage, which of the following adjectives would the author be most likely to use to describe future interstellar travel?

A. informational
B. dangerous
C. exciting
D. ironic

**END OF READING TEST.**

## MATHEMATICS TEST

*25 Questions*

**DIRECTIONS:** This mathematics practice test is half the length of the actual mathematics test. Questions on this practice test reflect all of the mathematics learning outcomes and also reflect the average difficulty of all mathematics questions.

Solve each problem, choose the correct answer, and then blacken the appropriate space on your answer sheet.

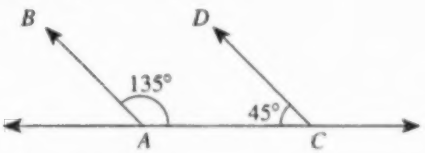
Questions on the mathematics portion of the twelfth-grade proficiency tests are calculator neutral. Numbers within questions are designed to allow students to figure out solutions in their heads, on paper, OR with a calculator. Although calculators are not necessary, standard calculators may be used with this test. Some calculators with advanced functions, such as word processing or graphing capability, or with paper printout are NOT allowed. Examples of acceptable and unacceptable calculators may be obtained from your school.

Note: Illustrative figures are not necessarily drawn to scale and are assumed to lie in a plane unless otherwise stated.

---

**DO YOUR FIGURING HERE.**

1. $\overleftrightarrow{AC}$ in the figure below is a straight line. Which statement is true about rays $\overrightarrow{AB}$ and $\overrightarrow{CD}$ ?

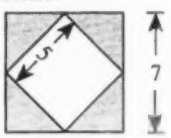



**A.** They must be parallel.
**B.** They may be parallel, but it is not necessary.
**C.** They must intersect.
**D.** They may intersect, but it is not necessary.

2. If $2a = 12 - 2b$, then $a + b = ?$

**A.** 3
**B.** 6
**C.** 8
**D.** 24

3. Shown below is a figure formed from two squares, with lengths given in inches. What is the area of the shaded region, in square inches?

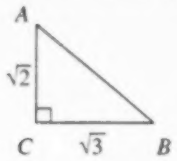



**A.** 8
**B.** 24
**C.** 25
**D.** 44



**GO ON TO THE NEXT PAGE.**

4. What is the length of $\overline{AB}$ in the right triangle below?




**A.** 1

**B.** 5

**C.** $\sqrt{5}$

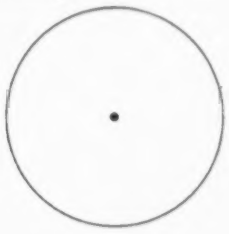
**D.** $\sqrt{13}$

**DO YOUR FIGURING HERE.**

5. Merton sells sweatshirts at $15 each and usually sells 11 per day. He thinks he would sell an additional sweatshirt each day for every $1 reduction in price. Assuming he is right, by how much should he reduce his price in order to make $169 per day in sweatshirt sales?

**A.** $1
**B.** $2
**C.** $3
**D.** $4

6. Exactly $\frac{1}{4}$ of the students in a school are seniors. If the circle below represents all students in the school, what should be the measure of the central angle for the part of the circle representing seniors?



**A.** 25°
**B.** 45°
**C.** 60°
**D.** 90°



**GO ON TO THE NEXT PAGE.**

7. Which of the following is equal to 0.16 ?

DO YOUR FIGURING HERE.

A. $\frac{1}{6}$

B. $\frac{6}{10}$

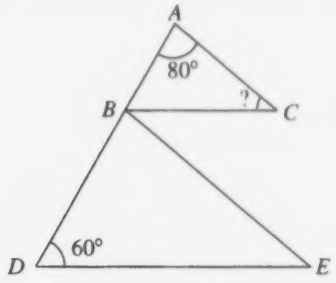
C. $\frac{1}{16}$

D. $\frac{4}{25}$

8. If $\frac{x^a}{x^b}$ simplifies to $x^2$, which of the following must be true?

A. $a \times b = 2$
B. $a + b = 2$
C. $a - b = 2$
D. $a + b = 2$

9. In the figure below, $\overline{DE}$ is parallel to $\overline{BC}$, and $\overline{BE}$ is parallel to $\overline{AC}$. What is the measure of angle $C$ ?




A. 40°
B. 60°
C. 80°
D. Cannot be determined from the given information.

10. A softball player's batting average is the ratio of hits to times at bat, expressed as a three-place decimal. Which of the following players, if any, is getting a hit at least $\frac{1}{3}$ of the time?

| | |
|---|---|
| Angie | .334 |
| Ruben | .303 |
| Pat | .323 |

A. none of them
B. Angie only
C. Angie and Pat only
D. Angie, Ruben, and Pat

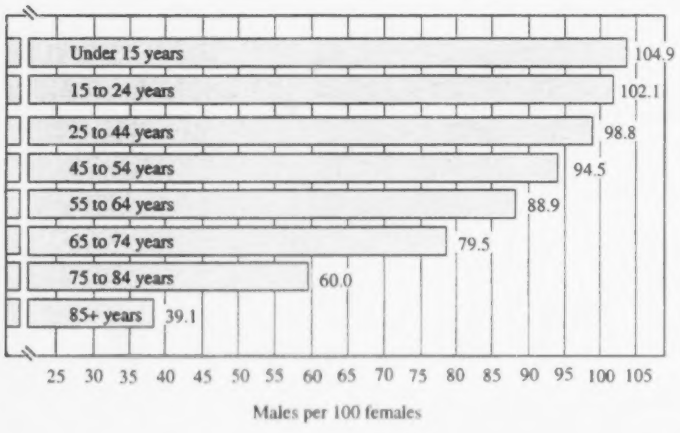
BEST COPY AVAILABLE



GO ON TO THE NEXT PAGE.

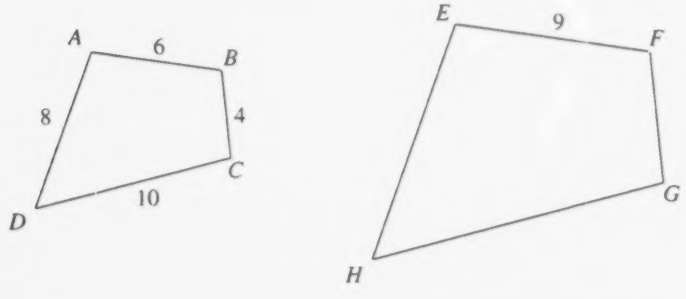
**11.** The graph below shows the number of males to 100 females in the United States by various age groups. What is the youngest age group at which males are outnumbered by females?

**DO YOUR FIGURING HERE.**




**A.** Under 15 years
**B.** 15 to 24 years
**C.** 25 to 44 years
**D.** 45 to 54 years

**12.** Deon uses a copying machine to make an enlargement of a polygon. He measures side $\overline{EF}$ of the enlarged version and finds that it is 9 cm long. How many centimeters long is side $\overline{FG}$ ?




**A.** 6
**B.** 7
**C.** 8
**D.** 9

13. What is the greater of the two solutions of $2x^2 - 16x + 30 = 0$ ?

**A.** 3
**B.** 5
**C.** 10
**D.** 30

**DO YOUR FIGURING HERE.**

14. Paulette wants to check the accuracy of her speedometer. While driving at a steady speed, she checks her watch and finds that she goes 1 mile in 90 seconds. What is her speed in miles per hour?

**A.** 30
**B.** 40
**C.** 60
**D.** 90

15. You want to build a square chain link fence to keep your dogs in when you go away. If you buy $f$ feet of fence, what is the length of one side of the square fenced-in area?

**A.** $\frac{f}{4}$

**B.** $\sqrt{f}$

**C.** $\sqrt{4f}$

**D.** $\frac{f}{2}$

16. Jim lives one mile south of Marcus, and Hoshi lives one mile east of Marcus. What is the direction from Hoshi's house to Jim's?

**A.** southeast
**B.** northeast
**C.** northwest
**D.** southwest



**GO ON TO THE NEXT PAGE.**

**DO YOUR FIGURING HERE.**

17. The probability of A occurring is $\frac{1}{3}$, and the probability of B occurring is $\frac{1}{2}$. If A and B are independent, what is the probability of both A and B occurring?

A. $\frac{1}{2} + \frac{1}{3}$

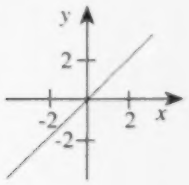
B. $\frac{1}{2} - \frac{1}{3}$

C. $\frac{1}{2} \times \frac{1}{3}$

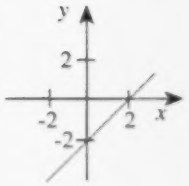
D. $\frac{1}{2} \div \frac{1}{3}$

18. One of the graphs below shows a line on which every $y$ value is 2 greater than its corresponding $x$ value. Which graph is it?

A.

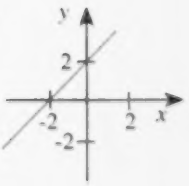



B.




C.

D.



**19.** What is the slope of a segment with endpoints (4,–1) and (2,3) ?

**DO YOUR FIGURING HERE.**

**A.** $-2$

**B.** $-\frac{1}{2}$

**C.** $\frac{1}{2}$

**D.** $2$

**20.** The members of a school fund-raising group have agreed to donate \$400 of the \$1,200 in their account to the United Way. One-fourth of the remaining amount will be given to the school to buy new trees. One-half of what remains after that will be left in savings, and the other half will be used for operating expenses. If you are drawing a circle graph of the group's budget, what would be the measure of the angle for the part of the graph representing the amount spent on operating expenses?

**A.** 45°
**B.** 60°
**C.** 90°
**D.** 180°

**21.** If $a + b = 25$, and $a - b = 17$, what is the value of $a$ ?

**A.** 4
**B.** 8
**C.** 21
**D.** 42

**22.** A computer has calculated $4^{38}$ for you, but the last digit is smudged. What must the last digit (the "ones" digit) be?

**A.** 2
**B.** 4
**C.** 6
**D.** 8



**GO ON TO THE NEXT PAGE.**

**23.** By installing simple water-saving devices in the home, the average U.S. family can save $5 \times 10^4$ gallons of water each year. If there are $9 \times 10^7$ families in the U.S., how many gallons of water could be saved yearly if every family in the U.S. used these devices?

**A.** $1.4 \times 10^{12}$
**B.** $4.5 \times 10^{12}$
**C.** $1.4 \times 10^{29}$
**D.** $4.5 \times 10^{29}$

**DO YOUR FIGURING HERE.**

**24.** Which property of all rectangles is NOT a property of all parallelograms?

**A.** opposite sides parallel
**B.** opposite sides of equal length
**C.** number of sides equals four
**D.** diagonals of equal length

**25.** The equation $F = \frac{9}{5}C + 32$ relates Fahrenheit temperature ($F$) to Celsius temperature ($C$). Which statement below best describes how to convert a Fahrenheit temperature to its equivalent Celsius temperature?

**A.** Subtract 32 from the Fahrenheit temperature and multiply the result by $\frac{5}{9}$.
**B.** Add 32 to the Fahrenheit temperature and multiply the result by $\frac{9}{5}$.
**C.** Subtract 32 from the Fahrenheit temperature and multiply the result by $\frac{9}{5}$.
**D.** Multiply the Fahrenheit temperature by $\frac{5}{9}$ and subtract 32 from the result.

**END OF MATHEMATICS TEST.**

## CITIZENSHIP TEST

*25 Questions*

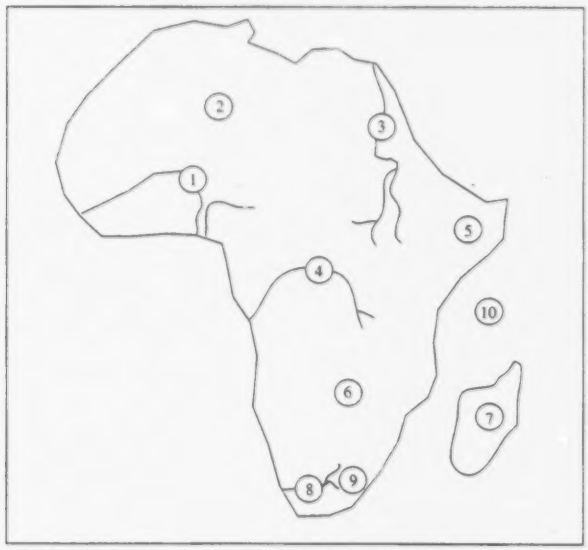
**DIRECTIONS:** This citizenship practice test is half the length of the actual citizenship test. Questions on this practice test reflect all of the citizenship learning outcomes and the average difficulty of all citizenship questions.

Both this practice test and the actual test consist of some questions that are associated with a passage or a map as well as other questions that stand alone. Choose the **best** answer and blacken the appropriate space on the answer sheet.

---

Questions 1–3 are based on the map below.

Continent of Africa




1. The area marked by 10 on the map above is the
   - **A.** Atlantic Ocean.
   - **B.** Pacific Ocean.
   - **C.** Indian Ocean.
   - **D.** Mediterranean Sea.

2. Which number on the map marks the Nile River?
   - **A.** 1
   - **B.** 3
   - **C.** 4
   - **D.** 8

3. The area on the map marked by 9 is in which country?
   - **A.** Kenya
   - **B.** Sudan
   - **C.** Angola
   - **D.** South Africa

BEST COPY AVAILABLE

Questions 4–22 are not based on the previous map. Choose the **best** answer.

4. As the needs of the people have changed, so has the Constitution, which is reflected in
   - **A.** the amendment process.
   - **B.** laws passed by the states.
   - **C.** lobbyists in Congress.
   - **D.** appointed government officials.

5. While serving on a jury, a citizen is expected to
   - **A.** go along with the majority to ensure a case is successful.
   - **B.** consult independently with the judge whenever a question of law emerges.
   - **C.** exercise an independent judgment before deciding how to vote.
   - **D.** protect the individual defendant against the majority opinion.

6. Which of the following is a requirement for voting in Ohio?
   - **A.** becoming an Ohio taxpayer
   - **B.** registering with the Board of Elections
   - **C.** becoming a member of a political party
   - **D.** being a property owner

7. Several years ago, Congress passed legislation that deregulated the phone industry and introduced competition into the national long-distance phone service market. With this increased competition, Congress expected
   - **A.** American companies to have limited access to foreign phone service markets.
   - **B.** lower fees for the consumers of long-distance phone service.
   - **C.** higher installation charges for new homes and businesses throughout the country.
   - **D.** a decrease in the number of customers using long-distance phone service.

8. Which of the following sentences best describes a basic principle of a *democracy?*
   - **A.** A democracy is a governmental system in which the people have protection from aggressors.
   - **B.** A democracy is a governmental system in which the people have equal economic opportunities.
   - **C.** A democracy is a governmental system in which the people have the right to petition their government.
   - **D.** A democracy is a governmental system in which the people have the power to govern.

9. Although most American citizens trace their ethnic origins to a variety of regions around the globe, the largest migration to the United States was from
   - **A.** northern and western Europe.
   - **B.** southern and eastern Europe.
   - **C.** southern and eastern Asia.
   - **D.** northern and western Africa.

10. Successful businesses are constantly reevaluating their products in the marketplace by asking three questions: What product should they produce? How should they produce it? Who will buy this product? These questions are most effectively answered for businesses by
   - **A.** government agencies.
   - **B.** individual consumers.
   - **C.** local planning boards.
   - **D.** labor unions.

11. All of the following are functions performed by political parties **EXCEPT**
   - **A.** taking responsibility for governing.
   - **B.** arousing interest in public issues and politics.
   - **C.** nominating candidates.
   - **D.** establishing qualifications for voting.

12. Many presidents have asked Congress to pass a law giving them the line item veto. Congress has always resisted primarily because this would
   - **A.** give the executive branch added power to check the legislative branch.
   - **B.** furnish lobbyists with a mechanism for increasing their influence on Congress.
   - **C.** increase the federal deficit, thus reducing Congress's ability to spend more money.
   - **D.** force Congress to reduce the number of staff working for its members.

13. As a means for increasing United States federal revenues, a senator suggested that the tax on goods brought back from Mexico by American tourists should be increased. Which of the following would be a likely result of such an increase?
   - **A.** a decrease in business in Mexico generated by the tourism industry
   - **B.** an increase in the number of US tourists going to Mexico
   - **C.** a decrease in the tax charged by Mexico on all entering tourists
   - **D.** an increase in exports to the US by Mexican businesses

14. The civil-rights movement of the 1960s was carried out in the spirit of nonviolent civil disobedience. One common method of civil disobedience that was practiced at that time was

A. holding sit-ins at segregated restaurants.
B. taking a literacy test in order to vote.
C. refusing to vote for pro-segregation members of Congress.
D. refusing to pay federal taxes that supported segregated private business.

15. The Constitution deters a chief executive from abusing power by

A. authorizing the recall of the president by a direct vote of the people.
B. empowering the House and Senate to impeach and try the president.
C. giving the cabinet members the power to block presidential appointments.
D. giving the Supreme Court the power to impeach the president.

16. Which of the following strategies of economic development is **MOST** appropriate for a landlocked, semidesert country whose population is largely illiterate?

A. manufacturing and export of high-technology products
B. international finance and banking
C. cattle ranching and exploitation of existing minerals
D. intensive cultivation of cash crops for export on world markets

17. One power enumerated in the Constitution is that it is the exclusive right of Congress to

A. declare war.
B. build roads.
C. levy taxes.
D. pass laws.

18. The impeachment and removal of a federal Supreme Court justice is carried out by the

A. president and the attorney general.
B. Chief Justice of the Supreme Court and the Department of Justice.
C. president and the combined cabinet.
D. House and the Senate.

19. If the European Community increased its subsidies on the grains they export to other countries, it would be likely to affect United States' grain producers by

A. increasing the price of US grain on the world market.
B. undercutting the sales of US grain on the world market.
C. increasing US exports of grain to European markets.
D. encouraging US farmers to raise more grain for export.

20. A significant aspect of the Fourteenth Amendment to the Constitution is that it

A. guaranteed the right to vote to former slaves and indentured servants.
B. abolished slavery in all parts of the US and its territories.
C. prevents states from denying to citizens the rights guaranteed in the Bill of Rights.
D. outlaws poll taxes and other voting restrictions imposed by the states.

21. Which of the following situations is an illustration of a command economy?

A. At the end of the eighth grade, some students who are not interested in college choose to go to a vocational high school. Others who are interested in college go to a prep school.
B. A number of people are angry about the high fees and poor service they are receiving from their physician. However, there is no other physician in town, so they must continue to go to the same one.
C. A farmer is in the middle of harvest. An important piece of farm machinery breaks down, so he informs the proper authorities who will send a mechanic to his fields.
D. A person who wants to buy a washing machine looks over all the available brands and is not really satisfied with any of them but buys one anyhow because of necessity.

22. Lawmaking is influenced through formal and informal processes. *Referendum* is one such process that allows

A. voters to remove governmental officials charged with enacting public policies.
B. groups or individuals to propose new laws through petition.
C. voters to fill unexpired terms of legislators or governors in special elections.
D. voters to reject or approve legislation passed by local or state governments.



**GO ON TO THE NEXT PAGE.**

Questions 23–25 are based on this passage.

The city council of a midwestern college town is considering establishing a historic district in a neighborhood that was part of the town's original settlement in 1844. The historic district would include all the houses along Center Street, a bricked street with large, old trees and houses of varying values. Interested citizens have come to the city council meeting to express their views.

*Citizen 1*

I own two small, adjacent houses on Center Street. For the last three years, I have been developing a plan to tear them down and build an apartment building. Students would keep them filled because the campus is only a ten-minute walk. The city council should not infringe upon my rights by changing the rules about how I can use my property.

*Citizen 2*

Having property in a historic district does not prevent people from making changes to their property. Nor does it force owners to make improvements to their property. Only exterior renovation that requires a building permit, a demolition permit, or a moving permit would require approval by the Historic Preservation Commission. I will use the commission's free architectural and technical assistance when I remodel my own home.

*Citizen 3*

I am afraid my property value will go down because of the increased regulation. When I want to sell my property, will I be able to find a buyer willing to put up with the hassle of getting a permit for exterior changes? Who has time to deal with government bureaucracy for every little thing? I'm also concerned that my local taxes will increase. Where does the money come from to pay the city workers who will supervise this program?

*Citizen 4*

The historic district would benefit our neighborhood. There would be a sense of continuity and community. People would take pride in living on a desirable street. Maintaining the current population density would keep noise pollution low. We wouldn't have to find more parking spaces. The schools could use our neighborhood as a teaching resource. The historic district would keep our city's individual character intact.

*Citizen 5*

Historic districts often become tourist attractions. The area's current zoning laws allow for "bed and breakfast" establishments. Other neighborhoods could benefit from the type of activities that this neighborhood would organize. A neighborhood fair, holiday house tour, newsletter, and so on would help people to get to know each other. We all live in neighborhoods. This plan would improve the quality of life in our neighborhood.

**23.** Which pair of speakers believes that a historic district would hurt them economically?

**A.** 1 and 3
**B.** 1 and 5
**C.** 2 and 3
**D.** 3 and 4

**24.** The local newspaper stated in an editorial that a historic district would "deter property owners who want to demolish historic houses and build apartment complexes. That might not be such a bad thing in a city that has an oversupply of unsightly apartment buildings. Even one multifamily building in a neighborhood can drastically change the personality of the area." This editorial comes closest to expressing the views of which citizen?

**A.** 2
**B.** 3
**C.** 4
**D.** 5

**25.** On the basis of the information in the passage, which of the following changes in a structure would require approval by the Historic Preservation Commission if you lived in the historic district?

**A.** Painting the exterior of your house
**B.** Converting your attached garage to a screened-in porch
**C.** Planting a garden in the backyard
**D.** Replacing a damaged fence with a new one of the same kind

**END OF CITIZENSHIP TEST.**

## SCIENCE TEST

*20 Questions*

**DIRECTIONS:** This science test is half the length of the actual science test. Questions on this practice test reflect many of the learning outcomes and also reflect the average difficulty of all science questions.

Some questions in this test follow a passage, table, graph, or figure. After reading the passage or studying the table, graph, or figure, choose the best answer to each question and blacken the corresponding space on your answer sheet. You may refer to the passage table, graph, or figure as often as necessary. Other questions stand alone. Again, after reading each question carefully, choose the best answer and blacken the corresponding space on your answer sheet.

---

Questions 1–4 are based on this passage and figure.

In the recent past, many of the Great Lakes were dying lakes. Toxic chemicals, such as PCBs (polychlorinated biphenyls), had been dumped into the lakes. Many of these chemicals entered the food chain. Deformed gull chicks were some of the first warning signs.

A simplified food chain in the Great Lakes is shown in the figure below. The numbers show the concentration of PCB (in parts per million) in the tissues of the various organisms.

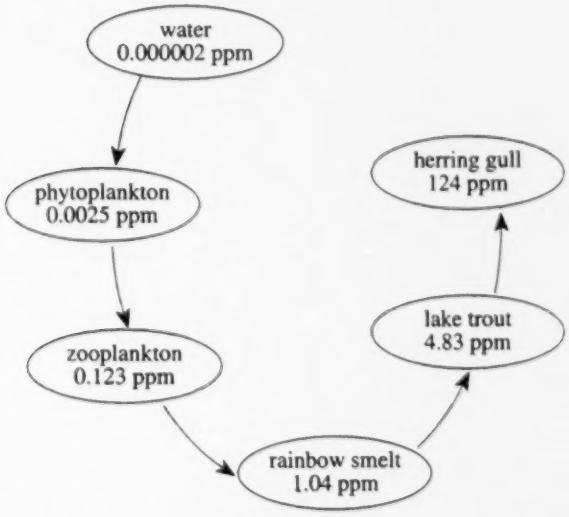



Figure adapted from G. Tyler Miller, Jr., *Living in the Environment, 7th edition.* ©1992 by Wadsworth Publishing Company.

In addition, nitrates and phosphates from farmland and household detergents ran off into the lakes. These nutrients caused rapid growth of algae and other aquatic plants. When the plants died, they were decomposed by bacteria, a process that uses oxygen. Eventually, the level of dissolved oxygen in deeper waters fell, resulting in the decline or elimination of many native species.

Today, the water quality of the Great Lakes is much improved.

1. Which group of organisms in the figure provides energy, either directly or indirectly, to all the other organisms in the food chain?
   - **A.** phytoplankton
   - **B.** zooplankton
   - **C.** rainbow smelt
   - **D.** herring gulls

2. Which of the following best explains why herring gull chicks were one of the first species to exhibit the effects of pollution, according to the figure?
   - **A.** Toxins decrease in concentration as one moves up a food chain.
   - **B.** Toxins increase in concentration as one moves up a food chain.
   - **C.** Toxins have less of an effect on herring gulls than on other species.
   - **D.** Toxins affect terrestrial organisms more severely than aquatic organisms.

3. All of the following factors have helped improve the water quality of the Great Lakes **EXCEPT**
   - **A.** regulating the industrial chemicals that enter the lakes.
   - **B.** using detergents that lack phosphates and nitrates.
   - **C.** reducing the amounts of fertilizers and pesticides used on farmland.
   - **D.** increasing the amount of sewage discharge into the lakes.

4. Which of the following generalizations about biodiversity and pollution is best supported by the information given?
   - **A.** Pollution results in increased biodiversity in an ecosystem.
   - **B.** Pollution results in decreased biodiversity in an ecosystem.
   - **C.** Pollution initially decreases, then increases the biodiversity of an ecosystem.
   - **D.** Pollution has no effect on the biodiversity of ecosystems.

BEST COPY AVAILABLE



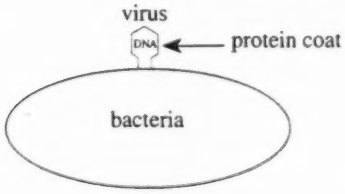
**GO ON TO THE NEXT PAGE.**

Questions 5–8 are based on this passage and figure.

For years, scientists debated whether hereditary information was contained in protein or in nucleic acids. One experiment, performed in the early 1950s helped answer this question.

Some *viruses* consist of a core of deoxyribose nucleic acid (DNA) surrounded by a protein coat. Protein contains sulfur, but very little phosphorus. DNA contains phosphorus, but very little sulfur.

Some viruses attack bacteria and take over the bacteria's cellular machinery to reproduce their own viral DNA. To determine if protein or DNA is the genetic material, scientists cultured viruses that incorporated either radioactive sulfur or radioactive phosphorus. The viruses were allowed to infect bacteria (see the figure below).




After a given time, radioactive phosphorus appeared within the bacteria. It was contained within viral DNA that was genetically identical to the DNA of the viruses that initiated the infection. Radioactive sulfur remained outside of the bacteria.

5. The scientists who conducted this study would make which of the following conclusions about the nature of the genetic material in viruses?
   - **A.** DNA and protein both carry the genetic information.
   - **B.** Protein carries the genetic information.
   - **C.** DNA carries the genetic information.
   - **D.** Sulfur in the protein coat carries the genetic information.

6. Why did the scientists use radioactive sulfur and phosphorus in this experiment?
   - **A.** It made it easier to locate viral protein and viral DNA.
   - **B.** The original sulfur and phosphorus were inactive.
   - **C.** Radioactivity speeds up metabolic reactions.
   - **D.** Radioactivity changes the structure of DNA.

7. Why did radioactive phosphorus appear in the bacteria after a given time?
   - **A.** The bacteria was attracted to the phosphorus.
   - **B.** The radioactivity forced the phosphorus into the bacteria.
   - **C.** The virus injected its DNA into the bacteria.
   - **D.** The virus injected its protein into the bacteria.

8. Which of the following best explains why the radioactive sulfur remained outside of the bacteria at the end of the experiment?
   - **A.** Viral protein remained outside of the bacteria.
   - **B.** Viral protein reproduced outside of the bacteria.
   - **C.** Viral DNA could not enter the bacteria.
   - **D.** Viral DNA could not be made radioactive.

Questions 9–12 are based on this passage and Figures A and B.

Using the information on weather maps, and with some knowledge of weather patterns, weather forecasters can predict the weather at a given location hours or days in advance. This information also allows forecasters to determine where ***fronts*** (the boundary between two air masses with different temperatures and humidities) and pressure centers are located. Most precipitation and clouds are associated with fronts and low-pressure centers. In the northern hemisphere, wind circles around high-pressure centers in a clockwise direction; wind circles around low-pressure centers in a counter-clockwise direction. The movement of fronts and pressure centers is mostly controlled by upper-level winds. The areas of the strongest upper-level winds are called the ***jet stream.***

Figure A shows the location of the jet stream on a given day. Figure B shows a simplified weather map of the same day. The lines on the weather map, Figure B, are ***isobars***. These lines show areas with the same air pressure, in millibars (mb).

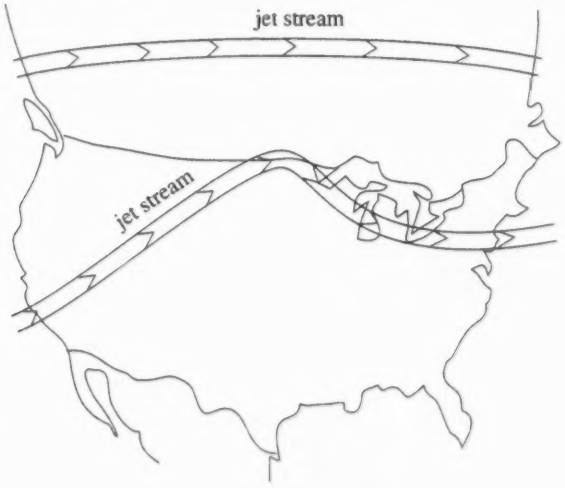
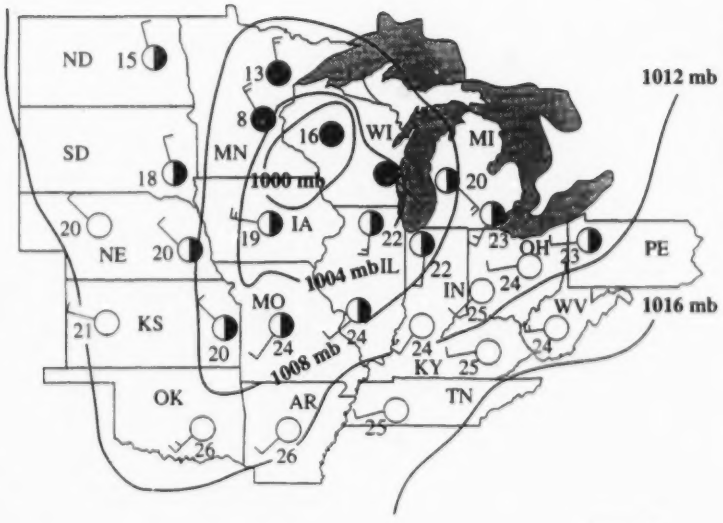



Figure A
Location of the jet stream



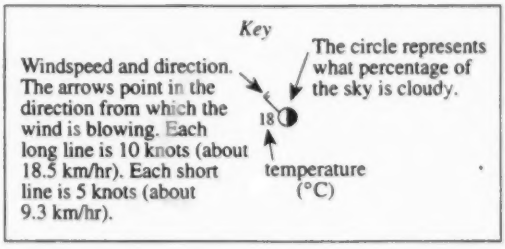


Key
Windspeed and direction. The arrows point in the direction from which the wind is blowing. Each long line is 10 knots (about 18.5 km/hr). Each short line is 5 knots (about 9.3 km/hr).
The circle represents what percentage of the sky is cloudy.
18
temperature (°C)

Figure B
Weather map

BEST COPY AVAILABLE



GO ON TO THE NEXT PAGE.

9. Based on the direction of surface winds shown in Figure B, a low-pressure center is located in

   **A.** Kansas.
   **B.** Ohio.
   **C.** Pennsylvania.
   **D.** Wisconsin.

10. Where should a cold front be drawn on the map shown in Figure B?

   **A.** from Minnesota to Ohio
   **B.** from Iowa to Kentucky
   **C.** from Indiana to Tennessee
   **D.** from Oklahoma to Wisconsin

11. According to Figure B, what is the weather like in Columbus, Ohio?

   **A.** 24° C, cloudy, strong winds
   **B.** 24° C, partly cloudy, strong winds
   **C.** 20° C, partly cloudy, light winds
   **D.** 24° C, clear, light winds

12. According to Figure B, the weather will be changing the fastest in

   **A.** Oklahoma.
   **B.** Tennessee.
   **C.** Nebraska.
   **D.** Indiana.

Questions 13–16 are based on this passage and Figures A, B, and C.

You are working in the research division of a company that makes light filters and protective eyewear. You use three ways to reduce light intensity depending on what is needed: absorption, reflection, and polarization (see Figures A, B, and C).

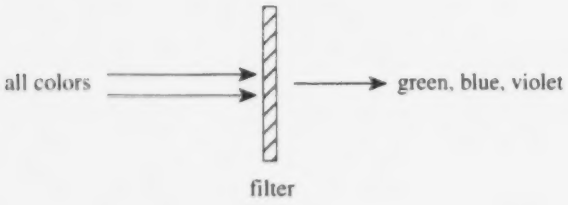



Figure A

Absorption: Atoms in this filter absorb red, orange, and yellow and allow the other colors to pass through.

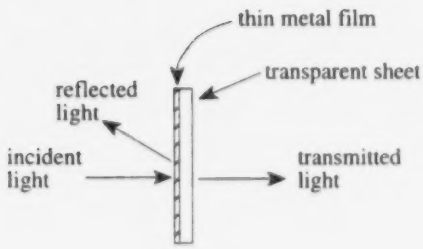



Figure B

Reflection: Some of the light is reflected by the thin metal film; the rest passes through.

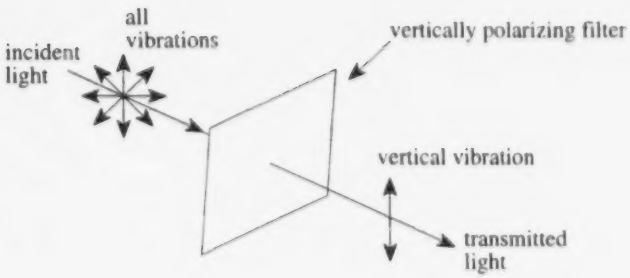



Figure C

Polarization: This filter only allows vertical vibrations (polarization) to pass through; the rest are absorbed.



GO ON TO THE NEXT PAGE.

13. What happens to the energy of light absorbed in an absorbing filter?

A. It changes to nuclear energy.
B. It changes to heat energy.
C. It changes to gravitational potential energy.
D. It passes completely through the filter without being changed.

14. Electric arcwelding produces invisible ultraviolet light that can harm the eyes. What filter would you design for a welder?

A. two polarizing filters oriented to stop 95% of all light
B. reflective film that reflects 85% of all light
C. reflective film and a polarizing filter together that pass only 1% of the incident light
D. absorbing filter with atoms that absorb ultraviolet light

15. Light reflected from water is strongly polarized in the horizontal direction. How would you design sunglasses for a ship pilot who needs to see objects on the water surface?

A. use a reflective film
B. use absorbing material
C. use filters that transmit only vertically polarized light
D. use filters that transmit only horizontally polarized light

16. You design a filter that must remain cool for a high-power laser. Which of the following would be the best design?

A. reflective film only
B. polarizing filter only
C. absorbing and polarizing filters together
D. polarizing filter followed by reflective film

Questions 17–20 are NOT part of a set. You are to answer these questions on the basis of your prior schoolwork.

17. If the Moon's shadow moves across Earth at 29 km/min and has a diameter of about 200 km, what is the longest time you would have to observe a total eclipse ?

A. about 0.15 min
B. about 1.5 min
C. about 5.0 min
D. about 7.0 min

18. Blood-sugar levels are regulated by two hormones. ***Insulin*** acts to decrease blood-sugar levels; ***glucagon*** acts to increase blood-sugar levels. Based on this information, you would expect that immediately following a meal

A. insulin would be released to decrease blood-sugar levels.
B. insulin would be released to increase blood-sugar levels.
C. glucagon would be released to decrease blood-sugar levels.
D. glucagon would be released to increase blood-sugar levels.

19. You are an architect designing a seaside resort. You check the local tides and find the low tide is 3.0 meters lower than the high tide. Would it be safe to build the resort 0.5 meters above mean sea level at this location?

A. Yes, because at high tide the water will be 2.0 m below the resort.
B. Yes, because at low tide the water will not enter the resort.
C. No, because during high tide, water would enter the resort.
D. No, because during high tide the water will be only 1.0 m below the resort.

| Nutrition Facts | | |
|---|---|---|
| Serving Size | 8 oz | |
| Servings | 2 | |
| **Amount Per Serving** | | |
| Calories | 150 | |
| **% Daily Value*** | | |
| Total Fat | 0 g | 0% |
| Sodium | 70 mg | 3% |
| Total Carb. | 46 g | 15% |
| Protein | 0 g | 0% |
| *Percent Daily Values are based on a 2,000 calorie diet | | |

20. The table above shows the nutritional information on a bottle of pop. Drinking 16 oz of this beverage would provide

A. 15% of the total carbohydrates for a person on a 2,000 calorie diet.
B. 15% of the total carbohydrates for a person on a 1,000 calorie diet.
C. 30% of the total carbohydrates for a person on a 2,000 calorie diet.
D. 30% of the total carbohydrates for a person on a 1,000 calorie diet.

**END OF SCIENCE TEST.**

28

## Writing Proficiency Test

### How to Estimate Your Performance

It may be best to wait a few days after taking the test before you score it. This will allow you a more distanced and, thus, a more objective view of your performance.

When scoring your paper, first read the description of writing at score point ***1*** (page 29). As you read, keep in mind that descriptions at the various levels (***1*** through ***6***) each refer to increasing proficiency in four categories of learning outcomes (content, organization, language, conventions).

Next, read the sample student paper (page 31) that illustrates what is meant by the description of writing proficiency at the ***1*** level. Then read the discussion of this paper on page 30. Ask yourself if your paper is better than a "one." Are opinions supported by reasons? Is it organized? Is there a variety of words used? Is there control of conventions? Then read the score-point description of a ***2*** paper. How well does it describe your performance on this particular writing assignment?

Proceed to the score-point descriptions for ***3*** and ***4***, then read the sample paper at the ***4*** level (page 33). How similar in overall writing quality is this paper to yours? Repeat this process with score point ***5*** and score point ***6*** until you have found a description that best fits your paper. Do not worry if one or two statements in the description do not seem appropriate for your paper; you are looking for the best match rather than a perfect match.

To gain more confidence in your self-assessment, have someone else run through the same steps with your paper. You may decide to ask one of your English teachers to score it using the score-point descriptions and sample papers. Or perhaps you can find a friend to swap papers with, or have a parent or another adult you trust look at your paper. The more people you involve, the more you may find out about your writing and the more likely you are to get a true estimate of your performance.

If after taking and scoring this practice test you wish to work on your writing skills, you may find it helpful to refer to the score point descriptions in the rubric. Remember that the actual test will have two prompts for you to demonstrate your writing ability. As in the ninth-grade test, you must respond to both prompts.

# Writing Proficiency Test

## Rubric for Ohio Twelfth-grade Proficiency Test
## (Score Point Descriptions)

*1* The paper is only slightly connected to the prompt and does not address the audience. There is little supporting detail or example. Development of ideas is inconsistent, inadequate, or illogical. Organizational structure or direction is not apparent. Vocabulary is so simple and sentence structure is so repetitive that no individual style or voice emerges. Control of usage and conventions such as spelling (of commonly used words), capitalization, and basic punctuation is so minimal as to impede understanding.

*2* The paper is somewhat related to the prompt. Although there is very little development, few reasons or examples appear. There is scant evidence of a controlling structure. Limited or inappropriate vocabulary inhibits the reader's understanding, and sentence structure is repetitive, so that a personal style or voice is not identifiable. Lack of control of conventions often impairs understanding.

*3* The paper demonstrates an awareness of the prompt, but extraneous or loosely-related details are included. There is some development of the topic. A clear but simple organizational structure is apparent although the focus may shift or the paper may lack a sense of wholeness. More varied vocabulary and sentence structure contribute to an emerging personal style and voice. The convention errors make understanding difficult.

*4* The paper is generally related to the prompt; detail and development are generally logical but may be uneven. The organizational structure of the paper supports the other elements adequately and has some sense of wholeness although some drifting may occur. Word choice and sentence structure are interesting and contribute to the sense of an individual style and voice. There is some awareness of audience. And while there may be convention errors, they seldom impede understanding.

*5* The paper focuses on the prompt. Ample details are specific and relevant; development of the topic is logical. The organizational structure is coherent and conveys a sense of wholeness. Word choice is precise and diverse; sentence structure is varied. A clear personal style and voice and an awareness of audience are apparent. Those mechanical errors that may be present do not impair understanding.

*6* The paper is clearly focused on the prompt. Development of the topic is rich, as evidenced by analytic thinking and a natural flow of ideas. The organizational structure is coherent with a sense of wholeness. Vocabulary, both in breadth and precision, is chosen carefully to achieve the purpose, and sentence structure is generally varied and mature, contributing to an identifiable personal style and voice. The paper demonstrates consideration of audience. While there may be errors in mechanics, they do not interfere with understanding.

*NR* The following are categories of papers that cannot be scored: refusal, off task (complete disregard for the writing task as identified by the prompt), completely illegible, in a language other than English, insufficient text, erased/crossed out, plagiarism, or no response.

**Paper One: Score of *1***

Although the paper does not mention the topic of environment specifically, it is slightly connected to the prompt in its reference to standing up and speaking out. The audience must do a lot of the filling in for the writer, however. There are no supporting reasons for the vague position taken. For instance, there are no illustrations of how voicing opinions leads to environmental improvement and no examples of which particular environmental opinions to voice. This lack of development permits very little information to be communicated, and because of the brevity, there is little to organize. The vocabulary is very simple and lacking in precision; thus, there can be little individual style. Although sentences are complete and sentence punctuation is basically correct, misspelling of commonly used words (*nose* for *knows*, *yous* for *you*, and *who* for *how*) impedes the reader's understanding.

Sample paper illustrating score of *1*

I think you should stand up for
what's right. If you do people will
listen to you even if they don't like it.
Go out and see who many people
are on your side. Then you go
out and tell the world how you feel.
Who nose you might make a change,
and you might not.

**Paper Two: Score of *4***

This paper makes specific reference to the topic in the first two sentences. The development of the subject is generally logical (examining three ways to make a difference in the environment) but uneven; the first method is much more elaborated than the third. The organization supports the development with the simple transition word *also* and with the clear introductory and concluding paragraphs. The sentences vary somewhat in length and type (simple and complex) and there are some specific word choices (*acquire*, *bin*, *product*) that contribute to the sense of an individual style and voice. A direct appeal to the audience of this particular prompt is made through the use of the second person point of view and the recommendations for action. There are almost no convention errors (see the antecedent problems in the last sentences of paragraphs two and three) that impede the reader's understanding.

Improving the environment is a very important topic being discussed today. Everyone can make a difference in the environment.

Recycling has played an important role in our environment. Even if you do not think you can help, you are wrong. Everyone can help little by little. Every piece of paper you use can be recycled. All you have to do is acquire a cardboard box and throw the papers in there. When the box is full, take it to a recycling bin near you. If there is not a bin, then most treasurers will collect them.

You can also help the environment by buying non-aerosol containers. These containers will not harm the environment. If the product does not come in non-aerosol containers, then try to avoid buying them.

The environment may also be improved by you as long as you do not litter. Pollution has been a big problem these past years.

These are some examples of how anyone can make a difference in our environment. Although, the more people that cooperate, the better off we will be.



BEST COPY AVAILABLE

**Paper Three: Score of *6***

The introductory paragraph of this paper focuses the reader on the topic. The development flows naturally from a second paragraph that establishes the broad nature of the problem to a meaty third paragraph that provides specific recommendations for action. Although a transition from paragraph two to paragraph three would help readers, the organizational structure is coherent, with a strong opening, body, and closing. Vocabulary (*geologists*, *activists*, *radioactive*, *erosion*, *deteriorating*, and *consumer*, for example) is chosen carefully for the purpose of being convincing. The sentence structure is sophisticated. The audience is addressed directly, most notably in the first sentence of the third paragraph. While there are a few convention errors, they do not interfere with the reader's understanding.

Sample paper illustrating score of **6**

Much attention is being paid today to improving our environment, yet many people feel the job is overwhelming. The question remains, "Can one person make a difference." I am here to tell you that one person can make a difference, even if it is only in a small way.

Many people feel that saving our environment should be left to geologists and activists. But if everyone felt this way, nothing could be done. Many animals are dying from polluted waters and oil spills. Many Americans are getting cancer from garbage dumps and radioactive wastes. ~~Its~~ Many trees are dying from forest fires, paper mills, and erosion. Let us stop this deterriorating of our environment before it is too late. Many countries would die to live in a place as fertile as the United States, but how long will the United States be like this?

I am not only here today to persuade you to help our environment but to show you a few easy tips and pointers on how you as a consumer can help save the environment. Plant a few trees or flowers on your property; the more oxygen and carbon dioxide the better. Make a ~~[illegible]~~ separate garbage bag for plastics, glass, and papers; and take them to the nearest recycling center. If there is a problem locating a center, look in the yellow pages or ask a friend for



BEST COPY AVAILABLE

guidance. the next time you are grocery shopping do not buy paper plates and napkins, use the dishes and cloth napkins that are stored away in your cabinets. Watch out for animal make up products, and when buying hair spray and perfume buy non aerosol. Do not litter and be part of your city's adopt a highway project.

See, these are just a few things citizens can do to make a difference in our society. If everyone were to do this just think of the tremendous outcome we could achieve. Remember one thing. "If we do not help the environment out now, later will be too late."



BEST COPY AVAILABLE

## Answer Key
## for Reading, Mathematics, Citizenship, and Science

| Reading | Mathematics | Citizenship | Science |
|---|---|---|---|
| 1. B | 1. A | 1. C | 1. A |
| 2. C | 2. B | 2. B | 2. B |
| 3. A | 3. B | 3. D | 3. D |
| 4. A | 4. C | 4. A | 4. B |
| 5. C | 5. B | 5. C | 5. C |
| 6. C | 6. D | 6. B | 6. A |
| 7. D | 7. D | 7. B | 7. C |
| 8. A | 8. C | 8. D | 8. A |
| 9. B | 9. A | 9. A | 9. D |
| 10. D | 10. B | 10. B | 10. D |
| 11. B | 11. C | 11. D | 11. D |
| 12. A | 12. A | 12. A | 12. D |
| 13. A | 13. B | 13. A | 13. B |
| 14. C | 14. B | 14. A | 14. D |
| 15. C | 15. A | 15. B | 15. C |
| 16. B | 16. D | 16. C | 16. A |
| 17. D | 17. C | 17. A | 17. D |
| 18. A | 18. D | 18. D | 18. A |
| 19. A | 19. A | 19. B | 19. C |
| 20. C | 20. C | 20. C | 20. C |
| | 21. C | 21. C | |
| | 22. C | 22. D | |
| | 23. B | 23. A | |
| | 24. D | 24. C | |
| | 25. A | 25. B | |

## Practice Test Items: Relationship to Outcomes and Content Strands

The Practice Test was designed to reflect the average difficulty level of the Ohio Twelfth-Grade Proficiency Test and to illustrate many of the student outcomes and content strands used in reporting student performance. In mathematics, the type of question—Knowledge and Skills (K), Conceptual Understanding (C), or Application and Problem-Solving (A)—is also shown.

**Reading**

| Item Number | Strand | Outcome |
|---|---|---|
| 1 | Constructing Meaning—Fiction | 2 |
| 2 | Constructing Meaning—Fiction | 3 |
| 3 | Constructing Meaning—Fiction | 7 |
| 4 | Extending Meaning—Fiction | 10 |
| 5 | Extending Meaning—Nonfiction | 23 |
| 6 | Extending Meaning—Nonfiction | 23 |
| 7 | Extending Meaning—Fiction | 9 |
| 8 | Extending Meaning—Fiction | 8 |
| 9 | Constructing Meaning—Fiction | 1 |
| 10 | Extending Meaning—Nonfiction | 21 |
| 11 | Constructing Meaning—Nonfiction | 13 |
| 12 | Extending Meaning—Nonfiction | 17 |
| 13 | Constructing Meaning—Nonfiction | 12 |
| 14 | Constructing Meaning—Nonfiction | 20 |
| 15 | Constructing Meaning—Nonfiction | 12 |
| 16 | Constructing Meaning—Nonfiction | 15 |
| 17 | Extending Meaning—Nonfiction | 22 |
| 18 | Extending Meaning—Nonfiction | 18 |
| 19 | Extending Meaning—Nonfiction | 21 |
| 20 | Extending Meaning—Nonfiction | 18 |

**Mathematics**

| Item Number | Strand | Outcome | Type |
|---|---|---|---|
| 1 | Geometry | 19 | C |
| 2 | Algebra | 10 | C |
| 3 | Measurement | 3 | K |
| 4 | Geometry | 15 | K |
| 5 | Algebra | 11 | A |
| 6 | Data Analysis | 5 | K |
| 7 | Arithmetic | 1 | K |
| 8 | Algebra | 9 | C |
| 9 | Geometry | 19 | A |
| 10 | Arithmetic | 1 | A |
| 11 | Data Analysis | 6 | A |
| 12 | Geometry | 17 | A |
| 13 | Algebra | 11 | K |

**Mathematics** (continued)

| Item Number | Strand | Outcome | Type |
|---|---|---|---|
| 14 | Measurement | 4 | A |
| 15 | Algebra | 8 | A |
| 16 | Geometry | 16 | A |
| 17 | Data Analysis | 7 | K |
| 18 | Algebra | 13 | C |
| 19 | Geometry | 18 | K |
| 20 | Data Analysis | 5 | A |
| 21 | Algebra | 12 | K |
| 22 | Arithmetic | 2 | C |
| 23 | Algebra | 14 | A |
| 24 | Geometry | 16 | C |
| 25 | Algebra | 8 | C |

**Citizenship**

| Item Number | Strand | Outcome |
|---|---|---|
| 1 | Geography | 15 |
| 2 | Geography | 15 |
| 3 | Geography | 15 |
| 4 | Constitution | 1 |
| 5 | Civic Responsibility | 11 |
| 6 | Political Process | 8 |
| 7 | Economics | 13 |
| 8 | Comparative Societies | 16 |
| 9 | Civic Responsibility | 9 |
| 10 | Economics | 13 |
| 11 | Political Process | 6 |
| 12 | Constitution | 3 |
| 13 | Comparative Societies | 18 |
| 14 | Civic Responsibility | 10 |
| 15 | Constitution | 3 |
| 16 | Comparative Societies | 19 |
| 17 | Constitution | 2 |
| 18 | Political Process | 7 |
| 19 | Comparative Societies | 17 |
| 20 | Constitution | 4 |
| 21 | Economics | 12 |
| 22 | Political Process | 5 |
| 23 | Critical Analysis | 20 |
| 24 | Critical Analysis | 20 |
| 25 | Critical Analysis | 20 |

**Science**

| Item Number | Subscale | Outcome | Cognitive Level* |
|---|---|---|---|
| 1 | Life Science | 6 | A |
| 2 | Life Science | 6 | P |
| 3 | Life Science | 6 | E |
| 4 | Life Science | 18 | E |
| 5 | The Nature of Science | 15 | E |
| 6 | The Nature of Science | 8 | P |
| 7 | The Nature of Science | 15 | A |
| 8 | The Nature of Science | 15 | P |
| 9 | Earth/Space Science | 10 | A |
| 10 | Earth/Space Science | 10 | E |
| 11 | Earth/Space Science | 10 | P |
| 12 | The Nature of Science | 4 | E |
| 13 | Physical Science | 1 | E |
| 14 | Physical Science | 1 | A |
| 15 | Physical Science | 1 | P |
| 16 | Physical Science | 1 | E |
| 17 | Earth/Space Science | 11 | P |
| 18 | Life Science | 14 | A |
| 19 | Earth/Space Science | 11 | E |
| 20 | The Nature of Science | 7 | A |

A = Acquiring Scientific Knowledge
E = Extending Scientific Knowledge
P = Processing Scientific Knowledge

*For detailed descriptions of these classifications, see the fact sheets for the Ohio Proficiency Tests for Grade 12.

Name _____

## PRACTICE TEST ANSWER SHEET
for Reading, Mathematics, Citizenship, and Science

| READING | MATHEMATICS | CITIZENSHIP | SCIENCE |
|---|---|---|---|
| 1 Ⓐ Ⓑ Ⓒ Ⓓ | 1 Ⓐ Ⓑ Ⓒ Ⓓ | 1 Ⓐ Ⓑ Ⓒ Ⓓ | 1 Ⓐ Ⓑ Ⓒ Ⓓ |
| 2 Ⓐ Ⓑ Ⓒ Ⓓ | 2 Ⓐ Ⓑ Ⓒ Ⓓ | 2 Ⓐ Ⓑ Ⓒ Ⓓ | 2 Ⓐ Ⓑ Ⓒ Ⓓ |
| 3 Ⓐ Ⓑ Ⓒ Ⓓ | 3 Ⓐ Ⓑ Ⓒ Ⓓ | 3 Ⓐ Ⓑ Ⓒ Ⓓ | 3 Ⓐ Ⓑ Ⓒ Ⓓ |
| 4 Ⓐ Ⓑ Ⓒ Ⓓ | 4 Ⓐ Ⓑ Ⓒ Ⓓ | 4 Ⓐ Ⓑ Ⓒ Ⓓ | 4 Ⓐ Ⓑ Ⓒ Ⓓ |
| 5 Ⓐ Ⓑ Ⓒ Ⓓ | 5 Ⓐ Ⓑ Ⓒ Ⓓ | 5 Ⓐ Ⓑ Ⓒ Ⓓ | 5 Ⓐ Ⓑ Ⓒ Ⓓ |
| 6 Ⓐ Ⓑ Ⓒ Ⓓ | 6 Ⓐ Ⓑ Ⓒ Ⓓ | 6 Ⓐ Ⓑ Ⓒ Ⓓ | 6 Ⓐ Ⓑ Ⓒ Ⓓ |
| 7 Ⓐ Ⓑ Ⓒ Ⓓ | 7 Ⓐ Ⓑ Ⓒ Ⓓ | 7 Ⓐ Ⓑ Ⓒ Ⓓ | 7 Ⓐ Ⓑ Ⓒ Ⓓ |
| 8 Ⓐ Ⓑ Ⓒ Ⓓ | 8 Ⓐ Ⓑ Ⓒ Ⓓ | 8 Ⓐ Ⓑ Ⓒ Ⓓ | 8 Ⓐ Ⓑ Ⓒ Ⓓ |
| 9 Ⓐ Ⓑ Ⓒ Ⓓ | 9 Ⓐ Ⓑ Ⓒ Ⓓ | 9 Ⓐ Ⓑ Ⓒ Ⓓ | 9 Ⓐ Ⓑ Ⓒ Ⓓ |
| 10 Ⓐ Ⓑ Ⓒ Ⓓ | 10 Ⓐ Ⓑ Ⓒ Ⓓ | 10 Ⓐ Ⓑ Ⓒ Ⓓ | 10 Ⓐ Ⓑ Ⓒ Ⓓ |
| 11 Ⓐ Ⓑ Ⓒ Ⓓ | 11 Ⓐ Ⓑ Ⓒ Ⓓ | 11 Ⓐ Ⓑ Ⓒ Ⓓ | 11 Ⓐ Ⓑ Ⓒ Ⓓ |
| 12 Ⓐ Ⓑ Ⓒ Ⓓ | 12 Ⓐ Ⓑ Ⓒ Ⓓ | 12 Ⓐ Ⓑ Ⓒ Ⓓ | 12 Ⓐ Ⓑ Ⓒ Ⓓ |
| 13 Ⓐ Ⓑ Ⓒ Ⓓ | 13 Ⓐ Ⓑ Ⓒ Ⓓ | 13 Ⓐ Ⓑ Ⓒ Ⓓ | 13 Ⓐ Ⓑ Ⓒ Ⓓ |
| 14 Ⓐ Ⓑ Ⓒ Ⓓ | 14 Ⓐ Ⓑ Ⓒ Ⓓ | 14 Ⓐ Ⓑ Ⓒ Ⓓ | 14 Ⓐ Ⓑ Ⓒ Ⓓ |
| 15 Ⓐ Ⓑ Ⓒ Ⓓ | 15 Ⓐ Ⓑ Ⓒ Ⓓ | 15 Ⓐ Ⓑ Ⓒ Ⓓ | 15 Ⓐ Ⓑ Ⓒ Ⓓ |
| 16 Ⓐ Ⓑ Ⓒ Ⓓ | 16 Ⓐ Ⓑ Ⓒ Ⓓ | 16 Ⓐ Ⓑ Ⓒ Ⓓ | 16 Ⓐ Ⓑ Ⓒ Ⓓ |
| 17 Ⓐ Ⓑ Ⓒ Ⓓ | 17 Ⓐ Ⓑ Ⓒ Ⓓ | 17 Ⓐ Ⓑ Ⓒ Ⓓ | 17 Ⓐ Ⓑ Ⓒ Ⓓ |
| 18 Ⓐ Ⓑ Ⓒ Ⓓ | 18 Ⓐ Ⓑ Ⓒ Ⓓ | 18 Ⓐ Ⓑ Ⓒ Ⓓ | 18 Ⓐ Ⓑ Ⓒ Ⓓ |
| 19 Ⓐ Ⓑ Ⓒ Ⓓ | 19 Ⓐ Ⓑ Ⓒ Ⓓ | 19 Ⓐ Ⓑ Ⓒ Ⓓ | 19 Ⓐ Ⓑ Ⓒ Ⓓ |
| 20 Ⓐ Ⓑ Ⓒ Ⓓ | 20 Ⓐ Ⓑ Ⓒ Ⓓ | 20 Ⓐ Ⓑ Ⓒ Ⓓ | 20 Ⓐ Ⓑ Ⓒ Ⓓ |
| | 21 Ⓐ Ⓑ Ⓒ Ⓓ | 21 Ⓐ Ⓑ Ⓒ Ⓓ | |
| | 22 Ⓐ Ⓑ Ⓒ Ⓓ | 22 Ⓐ Ⓑ Ⓒ Ⓓ | |
| | 23 Ⓐ Ⓑ Ⓒ Ⓓ | 23 Ⓐ Ⓑ Ⓒ Ⓓ | |
| | 24 Ⓐ Ⓑ Ⓒ Ⓓ | 24 Ⓐ Ⓑ Ⓒ Ⓓ | |
| | 25 Ⓐ Ⓑ Ⓒ Ⓓ | 25 Ⓐ Ⓑ Ⓒ Ⓓ | |